

effective

Characteristics of
Teachers Who Are

*Effective in Teaching
All Children to Read*

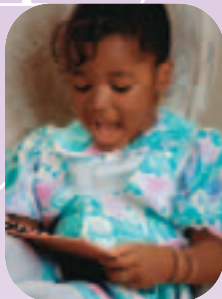


reading



Barbara M. Taylor
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instruction



NEA has produced additional booklets related to reading.

The titles are:

Advice on Reading from Experts: Teachers

*Based on the report of the
National Education Association
Task Force on Reading*

Beginning Reading Instruction

The Rest of the Story from Research

by Michael Pressley
*Based on a paper prepared for the
National Reading Conference*

Research-Supported Characteristics of
Teachers and Schools That Promote Reading
Achievement

by Barbara M. Taylor
by Michael Pressley
by David Pearson

Characteristics of Schools
that Are Effective in Teaching All Children to Read
by Barbara M. Taylor

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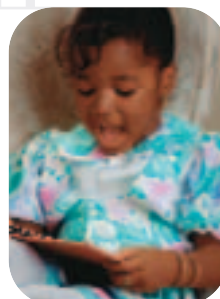
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Table of Contents

Intro	5
Instructional Balance	6
Higher-level Thinking.....	8
Skills and Strategies	10
Coaching Focus	12
Fostering Self-regulation	14
Motivating Instruction	16
High Expectations.....	18
Classroom Managers	20
Parent Relationships	22
Additional Resources	24

National Education Association

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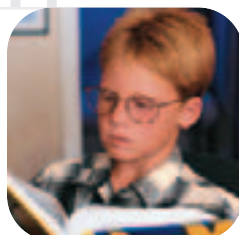
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Intro

Research from the 1970s and 1980s on the characteristics of effective elementary school teachers highlighted the importance of a strong academic focus, explicit instruction, and high levels of pupils on task (Hoffman, 1991). Extending this earlier research, recent large-scale studies on effective teachers of reading have highlighted the importance of motivating and balanced instruction, the teaching of strategies as well as skills, the encouragement of higher-level thinking, and the use of coaching as children are reading and writing. Common findings across recent studies on effective elementary teachers of reading are highlighted in the following pages.



Instructional Balance

Effective teachers of reading maintain instructional balance. They teach basic skills as needed but do not overemphasize them.

Barrera, R., & Jimenez, R. (2002). Bilingual teachers speak about their literacy instruction. In B. M. Taylor, & P. D. Pearson, (Eds.), *Teaching reading: Effective schools, accomplished teachers* (pp. 335-360). Mahwah, N.J.: Erlbaum.

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective grade-1 literacy instruction. *Scientific Studies of Reading*, 5, 35-58.

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2002). *The CIERA school change project: Supporting schools as they implement home-grown reading reform*. Ann Arbor, Mich.:



University of Michigan, Center for the Improvement of Early Reading Achievement.

U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. (2001). *The longitudinal evaluation of school change and performance in Title I schools, volume 1: Executive Summary*. Washington, D.C.

Wharton-McDonald, R., Pressley, M., & Hampston, J. M. (1998). Outstanding literacy instruction in first grade: Teacher practices and student achievement. *Elementary School Journal*, 99, 101-128.

Resources:

Hammond, W. D., and Raphael, T. E. (Eds.). (1999). *Early literacy for the new millennium*. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.

Pressley, M., Allington, R., Wharton-McDonald, R., Block, C. C., & Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first grades*. New York: Guilford.



Higher-level Thinking

Effective teachers of reading stress higher-level thinking. They engage children in challenging discussions and writing in response to what they have read.

Knapp, M. S., & Associates. (1995). *Teaching for meaning in high-poverty classrooms*. New York: Teachers College Press.

Puma, M. J., Karweit, N., Price, C., Ricciuiti, Thompson, & Vaden-Kiernan, M. (1997). *Prospects: Final report on student outcomes*. Washington, D.C.: U.S. Department of Education, Planning and Evaluation Services.

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2002). *The CIERA school change project:*

Supporting schools as they implement home-grown reading reform. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.

Taylor, B. M., Peterson, D. P., Pearson, P. D., & Rodriguez, M. C. (in press). Looking inside classrooms:



Reflecting on the “how” as well as the “what” in effective reading instruction. *The Reading Teacher*.

Resources:

Block, C. C. & Pressley, M., (Eds.). (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford.

McMahon, S. I., Raphael, T. E., Goatley, V. J., & Pardo, L. S. (Eds.). (1997). *The book club connection: Literacy learning and classroom talk*. New York: Teachers College Press.



Skills and Strategies

Effective teachers of reading teach word recognition and comprehension strategies as well as skills. They teach children how to transfer word recognition and comprehension skills they have learned into strategies they can use independently when reading or writing.

National Reading Panel. (2000). Report of the National Reading Panel. Washington, D.C.: National Institute for Child Health and Human Development.



Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools.

Elementary School Journal, 101, 121-165.

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2002). *The CIERA school change project: Supporting schools as they implement home-grown reading reform*. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.



Resources:

Block, C. C. & Pressley, M., (Eds.). (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford.

Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, D.C: National Institute for Literacy.

Coaching Focus

Effective teachers of reading do not rely only on teacher-directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their students ample time to engage firsthand in literacy activities.

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective grade-1 literacy instruction. *Scientific Studies of Reading*, 5, 35-58.

Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *Elementary School Journal*, 101, 121-165.



Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2002). *The CIERA school change project: Supporting schools as they implement home-grown reading reform*. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.

Taylor, B. M., Peterson, D. P., Pearson, P. D., & Rodriguez, M. C. (November, 2002). Looking inside classrooms: Reflecting on the "how" as well as the "what" in effective reading instruction. *The Reading Teacher*, 56, 270-279.

Resources:

Pressley, M., Allington, R., Wharton-McDonald, R., Block, C. C., & Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first grades*. New York: Guilford.

Taylor, B. M., & Pearson, P. D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum.



Fostering Self-regulation

Effective teachers of reading foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning.

Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36, 89-102.

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective grade-1 literacy instruction. *Scientific Studies of Reading*, 5, 35-58.



Taylor, B. M. (2002). Highly accomplished primary grade teachers in effective schools. In B. M. Taylor, & P. D. Pearson. (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 279-288).



Resources:

Paris, S. G., & Winograd, P. (1999). The role of self-regulated learning in contextual teaching: Principles and practices for teacher preparation. *Contextual Teaching and Learning: Preparing Teachers to Enhance Student Success in the Workplace and Beyond*, Information Series No. 376. Washington, D.C.: Clearinghouse on Teaching and Teacher Education.

Pressley, M., Allington, R., Wharton-McDonald, R., Block, C. C., & Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first grades*. New York: Guilford.

Taylor, B. M., & Pearson, P. D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum.

Motivating Instruction

Effective teachers of reading provide motivating instruction and foster active pupil involvement. They give their students many opportunities to engage in meaningful reading and writing activities.

Barrera, R., & Jimenez, R. (2002). Bilingual teachers speak about their literacy instruction. In B. M. Taylor, & P. D. Pearson, (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 335-360).

Pressley, M., Wharton-McDonald, R., L. M., Bogner, K., & Roehrig, A. (2002). In B. M. Taylor, & P. D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 73-88).

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2002). *The CIERA school change project: Supporting schools as they implement*



home-grown reading reform. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.

Resources:

Baker, L. Dreher, M. J., & Guthrie, J. T. (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford.

Pressley, M., Allington, R., Wharton-McDonald, R., Block, C. C., & Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first grades*. New York: Guilford.



High Expectations

Effective teachers of reading have high expectations for their students' behavior and their reading growth. They believe their students can achieve at high levels in reading and writing. They also believe their students will work hard whether they are with the whole class, in a small group, with a partner, or working on their own.

Barrera, R., & Jimenez, R. (2002). Bilingual teachers speak about their literacy instruction. In B. M. Taylor, & P. D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 335-360).

Taylor, B. M. (2002). Highly accomplished primary grade teachers in effective schools. In B. M. Taylor, & P. D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 279-288).



Wharton-McDonald, R., Pressley, M., & Hampston, J. M. (1998). Outstanding literacy instruction in first grade: Teacher practices and student achievement. *Elementary School Journal*, 99, 101-128.

Resources:

Taylor, B. M., & Pearson, P. D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum.

Classroom Managers

Effective teachers of reading are excellent classroom managers. They work with their students to develop class rules and routines and are persistent in seeing these rules and routines honored in the classroom.

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective grade-1 literacy instruction. *Scientific Studies of Reading*, 5, 35-58.

Taylor, B. M. (2002). Highly accomplished primary grade teachers in effective schools. In B. M. Taylor, & P. D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 279-288).

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Taylor, B. M., & Pearson, P. D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum.



Parent Relationships

Effective teachers of reading build strong relationships with their students' parents. They communicate regularly with parents, treat them with respect, and make them feel welcome in their classrooms.

Barrera, R., & Jimenez, R. (2002). Bilingual teachers speak about their literacy instruction. In B. M. Taylor, & P. D. Pearson, (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, N.J.: Erlbaum (pp. 335-360).

Goldenberg, C. (2001). Making schools work for low-income families in the 21st century. In S. B. Neuman & Dickenson, D. K. (Eds.), *Handbook of literacy Research* (pp. 211-231).

Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *Elementary School Journal*, 101, 121-165.



U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. (2001). *The longitudinal evaluation of school change and performance in Title I schools, volume 1: Executive Summary*. Washington, D.C.

Resources:

Morrow, L. M. (1995). *Family literacy: connections in schools and communities*. Newark, Del.: International Reading Association.

Hammond, W. D., & Raphael, T. E. (Eds.). (1999). *Early literacy for the new millennium*. Ann Arbor, Mich.: University of Michigan, Center for the Improvement of Early Reading Achievement.



Additional Resources

Hoffman, J.V. (1991). Teacher and school effects in learning to read. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research, Vol. II*, (pp. 911–950). New York: Longman.



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